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ABSTRACT

The establishment of bilingual/bicultural programs for Puerto Rican preschool children in the United States is discussed. The rationale for and importance of bilingual education, the training of teachers, and the acquisition of materials and needs assessment are treated in some detail. An extensive outline for curriculum design is presented, and the following curriculum goals are offered: (1) the curriculum should be based on developmental concepts appropriate to pre-school children with attention to their special needs; (2) the appreciation of Puerto Rican and Hispanic culture should be fostered; and (3) insofar as the skill level of the children allows it, language skills in Spanish and English should be emphasized. A lengthy list of bilingual/bicultural resource centers and organizations is included, and several bibliographies are appended. (JB)

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Developing Resources for Bilingual/Bicultural Education for the Pre-School Aged Puerto Rican Child . . . .

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Abstract

The author's purpose is to introduce the field of bilingual/bicultural child care for pre-school children via exposing the reader to some historical perspective, a curriculum model, and resources available in the field.

PREFACE

I joined the staff of the Puerto Rican Congress of New Jersey as its curriculum specialist in The Child Development Component in 1974. I was appointed Project Director of the same project as of 1976.

I've often questioned what I've seen being done in the name of bilingual/bicultural education — so many political overtones have surrounded the issue that it has been easy to forget or ignore the educational aspect of the concept and concentrate heavily on the controversial. My doubts get pushed aside whenever I see the disastrous statistics concerning Hispanic drop-outs. The social scientist in me is excited and curious as to what is (and will be) happening in what I consider a challenging and growing field. I consider myself a pioneer of sorts. For me, this study has been my way of putting it together — all those bits and pieces of knowledge which have comprised my formal and informal education. It is also my attempt to perform a marriage between the principles of bilingual/bicultural education and the techniques and methodology of early childhood education. I hope one day soon this marriage will work out in the real world. This is my contribution to such a marriage.

Grace I. Friedman

Grace Ibáñez de Friedman
Project Director
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I. General Introduction

BILINGUAL/BICULTURAL EDUCATION:

1. Why The Interest Now???

Judging by the current rash of articles on bilingual/bicultural education and the problems ensuing from the implementation of newly passed laws, one might think that all this is new. It is not exactly known *how* bilingual education came up out of obscurity and into national consciousness as an issue. The only part that has been highly documented has been its climb into the limelight since the Coral Way success in Miami.[1] I like to see the reasons behind the how of a social movement, so I found myself taking "educated guesses" at the pressure behind the current interpretation of this idea. I will limit myself to the contemporary currents that seem to have shaped the present situation:

A. Political Antecedents:

The Civil Rights movement brought attention to the racist and discriminatory policies of the U.S.A. towards its non-white citizens. The resulting embarrassment and awareness lead to a shift in power away from the controlling Anglo-Saxon minority.

B. Social Antecedents:

The counter-culture movement with its emphasis on "doing your own thing" paved the way for previously closeted minorities to assert themselves openly.

C. Economic Antecedents:

1. The marketplace has failed to absorb the increasing number of students who drop out, subsequently burdening the welfare and unemployment rolls.
2. The international wars and subsequent migrations increased job competition especially among the young and unskilled.

D. Educational Antecedents:

A growing emphasis on individual performance rather than class achievement has shifted the burden of education onto the teachers, thereby requiring professional educators to re-evaluate teaching goals and strategies.[2]

E. Legislative Antecedents:

A variety of laws and programs attempting to wage a war on poverty and thereby better the circumstances of various economic populations has created a "climate" for attempting change and innovation within the existing order. The passage of the 1967 Bilingual Education Act served to catalyze the concern for the "conversation of our linguistic resources."[3] It paved the way for individual states to formally commit their resources to the needs of their bilingual children via state laws and funding. New Jersey followed its sister states in 1975 with the passage of its version of a bilingual education mandate.

2. The Impact On Hispanics

The Hispanic population in the U.S.A., as the largest non-English speaking minority,[4] has been especially affected by these currents. Up to very recently the Hispanic citizen has had little or no voice as to his share of the socioeconomic pie with the result that his health, education, housing and recreational needs are barely met:[5]

- Socially he's considered inferior due to his ambiguous racial status.
- Economically he lacks the skills and training to make it in a competitive market.
- Geographically he's confined to urban ghettos and backward rural settings.
- Politically he has little muscle and, therefore, no pull among established political interest groups.
- Educationally he's held back by his lack of English skills.

Historically, the blame for failure has rested at the individual Hispanic's doorstep; with a lack of initiative and aggressiveness being cited as the chief reason for his/her low status. The popular strategy of "blaming the victim" for his/her failure has served the dual purpose of explaining the lack of Hispanic success, while also ridding society of the responsibility of coming to the aid of Hispanics. The 60's marked a significant change in both the attitude and behavior of Hispanics. Tired of waiting for their small share of the pie, a sector of the Hispanic population began demanding a larger share via confrontation techniques. The 70's followed with a period of relying less on confrontation and more on political strategy and savy to get things done. Education has become an arena in which these battles are being fought. Education has become a testing ground to effect changes in the socio-economic status of Hispanics. Hispanic children, it is reasoned, will not suffer the same indignities and deprivations if they receive the right educational opportunities.

3. Background Information on New Jersey's Response to Hispanic Child Development Needs

In 1974 the Puerto Rican Congress of New Jersey wrote two position papers[6] identifying the need for increased Hispanic participation within the State of New Jersey in the area of Child Development needs. Then as now the

two primary financial backers and program sponsors of child development services were Head Start, a Federally financed and administered program, and Title XX Community Day Care, a Federally financed and State administered program. The Puerto Rican community although limited by its relatively small numbers, lack of resources, and low political profile, by 1974, had two child development programs servicing the Hispanic community.

- Mi Casita, Day Care Center, Camden
- Centro Comunal Borincano Day Care Center, Camden

Today, eleven (11) such child care development programs exist. Their future remains continually tentative, due to the need of annual funding. This will continue until a permanent commitment is made by state or local governments to support day care services.

In February 1974, the Child Development Component of the Puerto Rican Congress was established under a Title IVA[7] grant with the financial sponsorship of the Department of Community Affairs funds[8] and the help of the Bureau of Day Care Services.[9] The goal was to establish a coordinating body which could provide information dissemination, technical assistance and other supportive services to existing and/or aspiring groups in the area of bilingual/bicultural child development services.

Later, in August 1974, an advisory committee was organized by the Child Development Component in order to help articulate the collective needs of local community groups and to act as a negotiating agent with state and local officials. The advisory group, the Puerto Rican Coalition for Child Development,[10] meets monthly to discuss current and long range issues affecting delivery of child care to Hispanics.

The Child Development Component has identified two sets of considerations which face Hispanic groups entering the area of child development services in the form of day care services:

(1) getting started and the establishment of an operating base.
(2) maintaining, developing, and expanding an operating program.

Related to the first category, three major obstacles repeatedly appear:

(a) acquiring funding — each local group must acquire a financial sponsor in order to apply for federal funds. (local share)
(b) acquiring facilities — once funds are obtained, it is necessary to find an adequate and state approved site. At times renovations are necessary which further complicate the issue. (money is involved)
(c) acquiring personnel — the last roadblock is getting a Head Teacher who meets state requirements for certification and who possesses experience in dealing with a bilingual population. (human resources are lacking)

Despite these considerable obstacles, eleven (11) centers are in operation:

(1) Mi Casita, Camden
(2) Centro Comunal Borincano, Camden
(3) Mi Escuelita, Perth Amboy
(4) P.R.A.B., New Brunswick
(5) Familias Unidas, Newark
(6) L.A.D.C.C., Paterson
(7) S.C.O.P., Plainfield
(8) Primera Iglesia Day Care Center, Hoboken
(9) Puerto Rican Community Day Care, Trenton
(10) Lakewood Day Care Center, Lakewood
(11) Roberto Clemente, Elizabeth

Once a center is in operation, concern for quality assumes greater and greater importance. The following considerations are crucial to the development of quality child care:

(a) board cohesion & development
(b) parent involvement
(c) staff development
(d) curriculum development
(e) administrative sophistication
(f) comprehensive social and health care

Weakness in any of the above areas creates a weakness in all areas, ultimately affecting the quality of care offered to the children.

The most common request for information is for a day to day curriculum; this document is in response to this critical need. However, this is a first step, not a solution.

If bilingual/bicultural education is to develop into a viable field, it needs the commitment of teacher training institutions beyond a token program. Otherwise, bilingual/bicultural education will go down in history as a fad and if there is one thing our non-English minorities don't need is another quickie answer to some very serious and far reaching needs.

II. Definitions

America, in spite of its many language communities, is basically a monolingual country. Only the very rich and the newly arrived possess a bilingual capacity. It is difficult for a monolingual people to comprehend the basis for a bilingual/bicultural point of view. The following is a listing of terms which come up in relation to the topic of bilingualism/biculturalism. I offer these in order to facilitate understanding and communication:[11]

(1) bilingualism — the ability to use and understand any two languages.
(2) bilingual education — the use of two languages for instructional purposes (teaching-learning) in selected and/or all parts of the curriculum.
(3) monolingual — a person who uses and understands only one language.
(4) first language — a term referring to one's home or native language.
(5) second language — a term referring to the language one later acquires.
(6) interference — when the use of one language influences the use of the other.
(7) language dominance — when the use and understanding of another language is stronger than one's native language.
(8) language balance — when a person is equally skillful in both languages.
(9) E.S.L. — refers to the teaching of English as a Second Language. It is a highly systematic method of teaching formal English and thereby makes up only part of a bilingual program.
(10) transitional — an approach to bilingual education which espouses a commitment to using both languages until a child has reached a pre-specified mastery level of English.
(11) maintenance — an approach to bilingual education which recognizes the need to continue the use of the home language and culture beyond the point at which the child can function in the dominant culture.
(12) biculturalism — the appreciation of and participation in the ways of two cultures.
(13) Hispanic — those persons whose ethnic origins relate back to Spanish cultural patterns.

I also include additional definitions to clarify certain terms which appear in this paper:

(14) child development services — services related to the needs of young children.
(15) child development — the study of children's growth and learning in terms of their social, emotional and physical and intellectual needs.
(16) day care center — a facility in which children are cared for in groups while their parents work or are occupied in other pursuits. It usually offers a full day program of varied activities.
(17) curriculum — the organizational design (the glue) behind the activities in a classroom.

III. Rationale

The concept of bilingual/bicultural child care addresses itself to a major reason for the high rate of school failure among Hispanic children: cultural conflict.[12] Non-English speaking children often suffer conflicts by having to span two cultures and their respective language systems without support. For Hispanics the cost of such conflict has been the highest dropout rate among all minorities.[13]

Hispanic children have the same basic equipment that all young children possess, an active body and inquiring mind, plus their own special variety of enthusiasm, energy, and excitement. However, instead of entering a learning situation which capitalizes on what they bring to it, the children are met by a learning climate which maximizes their weaknesses and minimizes their strengths. *Effective learning traits do not develop when strengths are ignored and weaknesses highlighted. It takes more understanding than most young children possess to realize that the dual demand of simultaneously learning English and other subject matter is an unreasonable one.*[14] *Unless these children are given learning loads in keeping with their age-related capabilities, they will come to feel that the problem lies with them, not with the schools. The ironic and tragic part is that these children are ready to learn, but are arrested from doing so by the requirement of English as a pre-requisite of learning.*[15]

I recognize that the Hispanic child, in common with his non-Hispanic counterpart, needs to develop his overall language ability. It is the ability to use language, written and spoken, which is the current basis for school success. In addition, the Hispanic child faces an acute need to learn to speak English fluently.[16] *However, we need to keep in mind that an advanced language ability is rare among young children, for language is among their later achievements.* Furthermore, language development is highly dependent on self-confidence as dramatically indicated by Vera John in *Aspects of a Bilingual Classroom:*[17]

> A number of problems are related to how you learn a second language. One is how you feel about yourself as a speaker of your first language. If you have had negative experiences speaking your own language, then you become a non-speaker or someone who speaks very, very infrequently. The spontaneous and free rehearsal of either your native language or your second language is self-inhibited. The one thing we know is that the more children use their own language in situations where they do not feel they are being observed or being judged, the more language they acquire.

For me the conclusion is simple. It is time we gave up worrying about whether Hispanic children will acquire English or Spanish, but address ourselves to whether they are *learning to verbalize*, period. If a child has negative experiences when he first learns to use language, no amount of later training will overcome a dislike of verbalization.

I support Bilingual/Bicultural Education because it allows children to use their native language, while gradually introducing them to another.[18] However, accepting a child's native language is only a part of the picture. Allowing a child to live and experience the two cultures is equally important for full development. Biculturalism in partnership with bilingualism encourages the child to enjoy his native culture, while encouraging him to become familiar with the ways of the new. This approach fosters personal growth and development,[19] as opposed to conflict since it avoids making absolute choices, i.e., picking one language or culture over the other, when both are within reach. Hispanic children need to receive the most supportive environment possible, not one that short changes them, which discounts their home culture and language, which fails to appreciate the knowledge and experiences which they have acquired in their short life.

Advocacy of bilingual/bicultural child care stems from a need to provide a positive approach to the needs of Hispanic children. Without a solid educational foundation, these children learn to dropout and become part of the school failure syndrome.[20] School failure has far reaching consequences in that it does permanent damage to the self-image and competency of individuals who "don't make the grade."[21]

Without our help, the needs of the non-English speaking child will continue to grow bigger than the resources available to meet these needs. Already there is too big a gap, hence labels such as "disadvantaged" and "deprived" are applied to Hispanics.[22]

While the need for responsive programs is great, the need for planning and development is greater still. We need to begin to meet the needs of Hispanic children by providing appropriate educational experiences and adequately trained staffs to respond to their needs.[23]

Old attitudes die hard. The U.S. has been a nation of many ethnic groups, and the path to success and participation for the majority has been to learn English. However, it should be pointed out that political realities, not any inherent superiority, made English the dominant and thereby the official language of this country. The last thirty years have witnessed the birth of new attitudes toward ethnic differences. The melting pot concept is slowly dying and being replaced by a more open attitude towards ethnicity. However, it is not enough to drop old ways of thinking, we need to actively develop new modes of thinking and acting.[24]

IV. Curriculum Considerations

Needs Assessment

When making a dress I have to consider my size, the occasion (or occasions) for when it is meant to be worn, the color and texture of the fabric, the design of the garment, and numerous other details that go into making a well-fitting outfit. If I've followed all the necessary steps, I will have a garment meant for my body and that won't likely fit anyone else unless she is my size, coloring, and has my taste in clothes. Designing a curriculum for a bilingual/bicultural program falls under the same logic. It must fit the consumer (user) of the product. The initial procedure for measuring the needs of the consumer is formally called a needs assessment. Simply, this means studying and examining the features of the population to be serviced and then listing their needs in order to formulate a plan for meeting these needs. Before enrolling the first child, a close look at the family and community is warranted. Here are some of the features I consider essential in the development of an accurate needs assessment.[25]

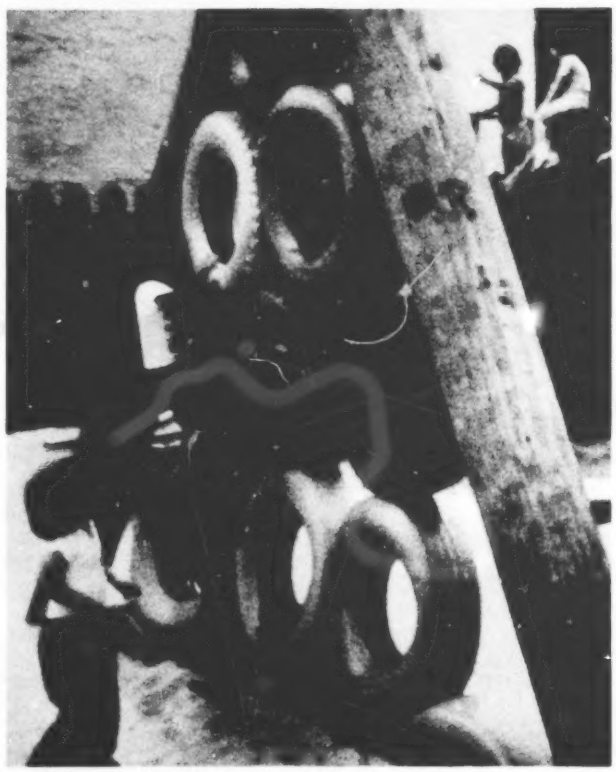
(1) Description of the target population by an analysis of:
   (a) ethnic background: homogeneous or heterogenous
   (b) socio-economic character: stable or changing
   (c) attitudes toward culture of origin and new culture: accepting or resisting acculturation.

In other words, is the target community all Hispanic, or is it a mixture of Hispanic and Anglo ethnic groups? In the event that the community is predominantly Hispanic, which Hispanic group is predominant? Which group has command of the economic resources? How do the different groups interact with one another? Is there an atmosphere of cooperation or one of competition among groups? Furthermore, how is acculturation being perceived? Are the Hispanics trading in their old culture for the new? Are they trying to maintain the old as they acquire the new? To what extent is the original culture being valued and maintained? To what extent is the new culture being practiced and adopted?

(2) Examination of the expectations of the parents.
   (a) Are the parents committed to living in the U.S.A., or do they anticipate their return to their country of origin?
   (b) Are they committed to being bilingual/bicultural or is it solely an expectation held for their children?
   (c) Do they prefer that their children learn English and drop their native language, or do they want their children to be able to function in both languages?

(3) Description of the present educational delivery system within the target community.
   (a) Are the community schools offering a bilingual/bicultural approach in response to the needs of non-English speaking children?
   (b) Is there organized resistance to the availability of such programs? From which sectors?
   (c) When bilingual/bicultural programs are available, what is their scope?
      1. transitional (short term) approach
      2. maintenance (comprehensive and long term) model
      3. focused on English language learning (ESL)
      4. based on concept development in both languages
      5. focused on cultural maintenance

Such a study offers the educational planner an overview of where the children are coming from and hence a point of departure from whence to inform parents and community persons of the need for a bilingual/bicultural pre-school child development program. The task of organizing a bilingual/bicultural day care center is a lesson in political processes, patience, drudgery, persistence, frustration, and best described in a detailed guide.[26]



V. Curriculum Design for Puerto Rican Pre-School Children

A. Discussion of the elements in the curriculum design.

A curriculum is a diet of activities based on two major elements:

(1) a child's needs
(2) the philosophy and resources of his caretakers

A child's needs can be viewed as three major areas:

(1) physical
(2) psychological
(3) intellectual

A "learning child" doesn't stop to think: "Now, I'm learning something related to my physical needs."

Their whole being is at work as they learn or perform an activity. But, for the purpose of a systematic discussion, I will divide the child (John/Jane Doe or Juan/Juanita Perez) into component parts so it is easier to visualize what we're talking about. The real knack behind teaching is being able to put it altogether again when working with the real child. There's a whole person dangling off his/her I.Q. as Fritz Redl pointedly reminded a group of educators.[27]

A curriculum design can start from any number of perspectives and premises. I have based mine on three principal considerations:

(1) The core curriculum will be based on developmental concepts appropriate to pre-school aged children with attention given to developing and meeting their physical, psychological, and cognitive needs.[28]
(2) The curriculum will offer opportunities to develop appreciation and understanding of Puerto Rican culture and history, as well as including other relevant Hispanic experiences.[29]
(3) While accepting that a pre-schooler is primarily a non-verbal communicator, by choice and skill, the curriculum will offer opportunities to teach more effective use of the native language and of English, at the comprehension and production levels.[30]

In relation to the core curriculum, I believe a pre-school curriculum design should be primarily oriented towards socialization.[31] Activities should be repeated over and over to insure mastery of objectives and self-confidence. Of course, "the diet" must be varied, however, the same elements run through it:

(1) Activities which reinforce full use of the body.
  (a) The child learns to develop greater physical ability in gross motor coordination through outdoor play and regular exercise. Teachers provide mats, climbing and rocking apparatus, opportunities for running, catching and throwing a ball.
  (b) The child learns to gain greater control over hand and eye movements via manipulative materials. Teachers provide scissors for cutting, materials for pasting, drawing, and assembling, sewing materials, water, clay, playdough, and various table games.
(2) Activities which reinforce positive social learnings.
  (a) The child learns to be an equal partner through contacts with other children especially in dramatic play situations, but actually any time two or more children are together. The structure of the day is loose enough to allow spontaneous play and interaction among the children. Props are provided for the acting out of their dramas.
  (b) The child learns about behavior patterns and discipline through following classroom routines and procedures. A sense of security is also derived from following regular routines.
  (c) The child learns about group living — how to channel aggressive feelings, how to sit still if only momentarily to hear or read a story, how to be concerned for another's feelings.
(3) Activities which reinforce the use of the imagination and the development of creative powers.
  (a) The child learns about developing his imagination and creative powers via use of unstructured materials, i.e. paint, clay, and blocks. The child is encouraged to describe his work.
(4) Activities which encourage verbal communication and language development.
  (a) The child learns to communicate verbally, not just with looks, sounds, and/or physical gestures, in order to help extend his impact. The teachers act as listeners, as language extenders, by providing new words for situations and feelings, by reading books daily, by labeling objects around the room.
(5) Activities which encourage full mental participation.
  (a) The child learns to recognize, label, and sort his physical perceptions of the world. He learns to give names to colors, shapes, sounds. This, of course, is the prelude to later academic learnings.

I purposely avoided phrasing these as fixed objectives for every child.[32] It's very possible (and even most likely) that any one area will involve a particular child for the greater part of the school year. Even working on one area can be very positive, depending at what level the child begins. *It is not possible to achieve overall competency in all areas in just one year. A three year old at the end of the school year is all of four, far from an adult. If there are sufficient positive exposures, the sum total adds up to a wholesome year of learning.*

A bilingual/bicultural classroom will follow an open classroom model, divided into interest areas, using many of the same tools:

(1) art and creative materials
(2) block area
(3) dramatic play area
(4) water play area
(5) sand area
(6) quiet area for reading and conversation
(7) science area
(8) manipulative toys
(9) music area
(10) outdoor area

The Hispanic child needs all these exposures.

Although I perceive Hispanic children as children with basic universal human needs, I would be blind or insensitive or both to pretend that there aren't differences. The Hispanic child born or raised in the United States is forced to learn two languages in order to function adequately. This need to become bilingual/bicultural is compulsory and, therefore, although the early acquisition of more than one language is not unusual among certain sectors of the population, it is part of a survival strategy for non-English speakers.[33] The child doesn't have the luxury, as many well-to-do children, of learning a language in leisure, for the purpose of acquiring additional social status and graces. He learns English because his home language has been judged irrelevant and useless by the majority culture. The Puerto Rican pre-schooler is therefore often a non-English speaker or a limited English speaker. Any curriculum design must not only be developmentally appropriate but also built in with an emphasis on language development. In this context it is vital that language acquisition be as rewarding as possible. Therefore, the adult models must not only display positive attitudes, but offer activities which are relevant and rewarding in themselves.

Here are some pointers to consider when thinking about language development for Hispanic children at preschool levels:[34]

(1) the proportion of the use of the two languages should be tailored to the child's language proficiency;
(2) the development of language and conceptual skills need to be integrated whenever possible for maximum learning and for personality development;
(3) that instructional methods should place equal emphasis on the process as well as the product, hence learning activities which end up with yes, no, or limited answers, should be avoided for their limited learning motivation potential.

While I strongly suggest that bilingual/bicultural teachers begin to develop their knowledge and skill in the area of language development, it is equally important for them to explore the dimensions of culture that are particularly Puerto Rican and Hispanic:[35]

(1) time orientation
(2) space and distance as related to social interaction
(3) family relationships and structures
(4) feelings about nature and animal creatures
(5) feelings about technology and mechanical things
(6) sex roles
(7) importance of religion
(8) emotional styles of expression
(9) economic structures
(10) attitudes towards children

It is especially important for teachers to know where they are, emotionally, in terms of these dimensions. Although raised in a Puerto Rican family, I did not "buy" the traditional role relegated to women. This affects how I feel when a little boy tries to play with dolls and is told by his mother that it is a girl's activity. My American side gives my Puerto Rican side quite a hassle. This can occur whenever two cultures exist side by side. Teachers need to think how these factors influence curriculum and their teaching.

I would like to bring the parent of the Puerto Rican child into the picture. In Puerto Rico, teachers are left more or less to themselves, their words and actions are not challenged, for they are TEACHERS.[36] In the United States, teachers have a far less exalted position and due to democratic procedures are often questioned by everyone up and down the line, from principals and supervisors to the man in the street. Subsequently Puerto Rican parents thereby fall into the ranks of the forgotten and neglected and are seen as apathetic and non-participatory. They need help in developing a new role. For without the parents' help and support much of what the school offers is lost through lack of reinforcement and understanding. Hence, there is a need to involve parents as resource persons, to invite them to parent conferences and meetings, to send home communication of a positive nature (not just when the child is causing trouble), to enlist their input in decision making.[37] In short, to welcome their contribution. The full benefits of bilingual/bicultural education will be realized when the Puerto Rican child has his parents and teachers working for the same goals.[38]

Lastly, I would like to see bilingual/bicultural education go in a two-way direction. It is my hope that English speakers get turned onto bilingual/bicultural education and start developing programs that permit mutual exchange and growth. I don't want it to remain a Puerto Rican or Hispanic thing,[39] but to be a new contribution to education. The program I described is the beginning of such a dream. In order for Puerto Ricans to begin to want to be part of American culture they need to respect themselves first. Respect is based on confidence and accomplishment. This curriculum is a step towards unlocking the child's self-respect and, at the same time, laying the groundwork for entering unfamiliar ground, in this case, the Anglo culture.

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B. Curriculum Goals and Objectives

GOAL	CURRICULUM OBJECTIVES BASED ON CHILD'S NEEDS	SUGGESTIONS TO IMPLEMENT OBJECTIVES
1. The Core curriculum will be based on developmental concepts, activities, and materials appropriate to pre-school aged children with attention given to developing and meeting the physical, psychological, and intellectual needs of the child.	1. Physical development needs a) Nutrition	1. Provide familiar foods, ethnic and non-ethnic. 2. Provide well-balanced meals and snacks via a variety of tastes and textures to encourage experimentation. 3. Provide cooking experiences for the child to participate in.
	b) Safety and comfort	1. Encourage the use of play clothes and comfortable footwear. 2. Set up the physical environment to prevent accidents by choosing equipment that is "sized" to young children and is arranged to allow for movement and expression. 3. Choose equipment that is easy to be handled by both children and adults.
	c) Large Motor Development	1. Provide opportunities for outdoor experience, not just an occasional "walk," but daily exercise and movement vis-a-vis running, skipping, jumping, climbing, ball catching, bike riding, tumbling, etc. 2. Indoors, avoid crowding children together at one activity or area. Allow for space and movement even at tables.
	d) Small Motor Development	1. Provide opportunities for developing eye hand coordination: using scissors, painting, coloring and drawing, puzzles and manipulative games, and finger play.
	e) Taking account of his/her limited eye development (far-sightedness)	1. Provide good lighting 2. Avoid strain on children's eyes caused by close-up work. 3. Present colorful and easy to distinguish materials. 4. Have eyes checked by doctor or qualified person.
	f) Provide adequate resting periods	1. Including daily rest break 2. Alternating busy active periods with quiet low keyed times
	2. *Psychological Developmental Needs* A. *Emotional* 1. Child needs to develop feeling of belonging within new group situation.	1. Teacher calls child by his preferred name. 2. Teacher provides many opportunities for the child to be part of the group. 3. Child has things that are uniquely his own — cubby for his belongings, placemat at lunch, cot at rest period, etc. — yet which other children also have.
	2. Child needs to develop feeling of security.	1. Daily routines are set up by the teacher for the child to follow. 2. Teacher sets up rules which apply to all children. 3. Teacher models a stable personality by avoiding moody behavior and setting inconsistent expectations.

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GOALS	CURRICULUM OBJECTIVES BASED ON CHILD'S NEEDS	SUGGESTIONS TO IMPLEMENT OBJECTIVES
	3. Child needs to develop positive self-image	1. Teacher pays positive attention to child via short chats, comments, and active listening. 2. Teacher encourages child to comment and offer his own ideas.
	2. *Psychological Developmental Needs* 4. Child needs to develop sense of competency.	1. Teacher provides activities and tasks which are reasonable and age appropriate. 2. Teacher gives help only when needed. 3. Teacher discourages sideline learning.
	5. Child needs to express fear of the unknown through expressing fear of darkness, separation and death.	1. Teacher encourages child to talk about his/her fears. 2. Teacher avoids labeling displays of fear (cringing, giggling, crying, etc.) as baby behavior or "not for boys." 3. Teacher exposes child to the subject via stories and group discussions.
	B. *Social* 1. Child seeks the social companionship of other children.	1. Teacher provides opportunities for sharing experience and activities: dramatic play, block area, cooking, singing and movement. 2. Teacher encourages children to seek each other out to answer questions and to rap with one another. 3. Teacher doesn't punish child for preferring to listen to his/her peers, rather than herself during group time. 4. Teacher praises child for instances of cooperation.
	2. Child is eager to be approved of by significant adult figures.	1. Teacher takes time to give positive comments and praise his/her activities. 2. Teacher accepts child as he/she is and avoids criticizing him, by action or words, for what he/she isn't. 3. Teacher accepts child's dependence on her and avoids labeling it as baby behavior.
	3. Child is still ego-centric in perspective.	1. Teacher recognizes that child has difficulty sharing and resolving conflicts resulting from sharing, hence she offers help in facilitating the resolution of these differences. 2. Teacher tries to make child aware of others' feelings and perspectives, but doesn't expect immediate acceptance of new ideas.
	4. Child is beginning to demonstrate awareness of sexual identity.	1. Teacher allows discussion of body functions and how they differ according to sex. 2. Teacher avoids labeling human behavior as being sexually determined, but allows each child to find out his/her personal limits and strengths. 3. Teacher listens to child when he/she says that one thing or another is a "boy" or "girl" thing to do. She avoids labeling such behavior as wrong.

GOALS	CURRICULUM OBJECTIVES BASED ON CHILD'S NEEDS	SUGGESTIONS TO IMPLEMENT OBJECTIVES
	5. Child is beginning to demonstrate need for greater independence.	1. Teacher encourages child to make choices vis a vis what to do, whom to play with, how to do it. 2. Teacher avoids ridiculing child for taking on something that is too big for him/her: i.e., "I told you so..."
	3. Intellectual Development Needs A. Shows avid curiosity wants to know the how and why, here and now.	1. Teacher encourages questions and isn't put off by them. 2. Teacher answers questions in simple concrete terms. 3. Teacher encourages child to discover answers by his/her own experimentation.
	B. Child needs to learn by concrete and direct experiences, not by exposure to abstract ideas.	1. Teacher provides material for the child to experiment with and manipulate and thereby deduce ideas. 2. Teacher recognizes that the child has limited powers of organization, and generalization, and therefore, presents concepts in simple terms and in steps. 3. Teacher minimizes, if not altogether foregoes, teaching by verbal explanation unless accompanied by demonstration.
	C. Child has short attention span.	1. Teacher permits child to move onto another activity when his/her interest level is saturated. 2. Teacher schedules activities for reasonable periods of time.
	D. Child needs to learn through the five senses.	1. Teacher needs to provide experiences to develop child's perceptual skills: • visual • taste • auditory • smell • tactile 2. Teacher needs to make sure that the child's perceptual equipment is properly gathering input before introducing cognitive concepts which require a fully functioning child, i.e., a. reading readiness b. math concepts
	E. Child's needs to express himself verbally	1. Teacher needs to listen to her children to discover where they are at verbally and provide experiences and vocabulary to extend their basic knowledge and skills.
2. The curriculum will** offer opportunities to develop understanding and appreciation of Puerto Rican culture and history, inclusive of relevant Hispanic cultural experiences, through direct experience and participation in events.	1. *Bicultural Objectives* A. The children need to hear Spanish spoken in many contexts other than familiar ones in order to develop respect for its usefulness and to avoid splitting the child into a Spanish self (home and family) and an English speaking self (school and business).	1. Spanish will be used as one of the two languages of instruction and informal conversation: a. to express bodily needs b. to express emotional needs and feelings c. to express thoughts and concepts on a variety of subjects. d. to relate to peers e. to relate to adults f. to experiment making noises as in nonsense rhymes. g. to speak in different tenses

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GOAL	CURRICULUM OBJECTIVES BASED ON CHILD'S NEEDS	SUGGESTIONS TO IMPLEMENT OBJECTIVES
	B. The children need to know about their unique customs and important figures.	1. The school will celebrate significant holidays by: a. reading stories related to these holidays. b. reciting poems and singing songs related to these holidays. c. inviting parents and community persons to open houses in order to share their background via cooking and musical experiences. d. displaying cultural artifacts, i.e., masks, paintings, flags, and musical instruments that can be touched and handled.
	C. The children need to experience their culture being observed during non-holiday times.	1. The school will provide meals based on the ethnic style of the children. 2. The teacher will encourage the children to discuss their home experiences. 3. The teacher will provide experiences with materials that reflect the children's cultural heritage — i.e., fruit and musical instruments typical of Puerto Rico. 4. The teacher will teach musical games and poetry that are typically played by Puerto Rican and Hispanic children, i.e., Arroz con leche. 5. The teacher will bring in musical instruments for the children to touch and handle, and provide materials to make instruments of their own, i.e. claves, maracas, guiro. 6. The teacher will read stories that have Hispanic faces and names included. 7. The teacher will encourage children to wear clothing of their country of origin, especially when it is appropriate to the season. Puerto Rico being a tropical country has clothing far more suitable for a warm climate. 8. The teacher will encourage children to appreciate foods and dishes from their country of origin by providing cooking experiences, from shopping to food preparation and eating. 9. The teacher will be on the lookout for culturally revelent and age appropriate experiences — plays, parades, and puppet shows.
3. While accepting that a pre-schooler is primarily a non-verbal communicator by preference and skill level, the curriculum will offer opportunities to teach more effective use of his native language and of the English language.	1. *Language Development Objectives* A. The child needs to communicate in the language and style he feels most comfortable in.	1. The teacher should not assume a language preference for the child — i.e., assume that because he is a Spanish-speaking child or Spanish surnamed, he wants to speak in Spanish all the time. Hot dog is hot dog and not "perro caliente." 2. The teacher should become an active listener of the child's language use, especially in natural situations. 3. The teacher needs to accept the level of Spanish or English ability displayed by a child and hence avoid correcting his/her dialect and grammar. Modeling is the best teacher.

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GOALS	CURRICULUM OBJECTIVES BASED ON CHILD'S NEEDS	SUGGESTIONS TO IMPLEMENT OBJECTIVES
	B. The child enjoys making new sounds and experimenting with their uses.	1. The teacher provides an atmosphere which permits talking and easy banter, she doesn't "reward" the quiet child and "punish" the noisy. 2. The teacher takes advantage of this ability by providing opportunities to learn new vocabulary and practice old: a. pantomime and dramatic play b. lotto games c. story telling d. looking and commenting about pictures e. trips out of the school environment and into the immediate neighborhood f. finger plays and songs g. cooking h. dictating his/her stories 3. The teacher accepts the use of curse words by child while encouraging him/her to express himself more appropriately.
	C. The child needs to develop language at his own pace.	1. The teaching of English to a Spanish speaking child is of secondary importance, unless the child is more comfortable using English. Only when the child reaches kindergarten should English assume a high priority. 2. Nor should learning Spanish, the home language, be pushed too quickly. A child's achievement level in language is an adult, not a child's preoccupation.
	D. The child needs to learn language as he needs it, not in the abstract.	1. The teacher must insure that her language opportunities reflect the interest and maturational level of the child. To give the child vocabulary and grammar patterns that are beyond his ken is to waste time and possibly risk turning him/her off to other forms of language - - reading and writing.
	E. The child needs a developmental approach to language.	1. First to hear it, then to speak it, and lastly to read and write. This applies to both first and second language learning.
	F. The child needs to be familiar with the different sound and grammar systems of each language.	1. The teacher will provide time and opportunity to hear and speak both languages. 2. The teacher will provide time and opportunity to practice sounds which are different to produce in either sound system. 3. The teacher will provide time and opportunity to learn to express the same thoughts in different languages since direct translation often leads to confusion or distortion in meaning, i.e. Spanish — I *have* six years. English — I *am* six years old.

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VI. Profile of a Bilingual/Bicultural Teacher

The concept of bilingual/bicultural education is far ahead of the actual resources available to implement it, and in no area is it more apparent than in staffing and personnel. Although we need to develop materials, curriculum designs for all levels of learners, evaluation and assessment instruments, research on field-based programs and their participants, above all we need well trained teachers and administrative personnel to make it happen.

Due to the proliferation of ideas as to what is a bilingual/bicultural program, there's often confusion as to what is a bilingual/bicultural teacher. In a New Jersey study conducted during 1973, it was indicated that many of those originally selected to be bilingual/bicultural teachers were chosen because they spoke the target language and either possessed the necessary academic credentials or were close to possessing such credentials.[46]

This set of criteria attracted teachers whose own education and schooling was outside of the experience of the children they were teaching. For example, many teachers were recruited from Puerto Rico and South America to teach Puerto Rican children. However, these teachers were generally middle class people whose values and life orientation contrasted sharply with their Puerto Rican pupils whose life style was urban, ghetto bound and basically different from the children such teachers had been trained to teach.[47] Importing teachers didn't work, therefore "home grown" teachers would have to be developed. However, "home grown" teachers take time, effort, and money to develop. Many of the current "home grown" variety of teachers, although sensitive and sympathetic to the needs of bilingual/bicultural children, have difficulty because their own training and education has been in English and not in the language of their target population.[48] So what sort of person can make it happen? The following list represents a partial listing of the features that I think are significant characteristics of a bilingual/bicultural teacher:

A. Background and General Attitudes

1. *Resident of the area.*
   It helps to be a resident of the area. I believe people take your commitment more seriously if you live among them and share their life perspective.
2. *Possess an awareness of the needs of the target community and have specific knowledge as to the texture and shape of the children's family life.*[50]
   This represents a more critical aspect of a teacher's ability to relate effectively with the students and the community at large. By awareness I don't simply mean factual knowledge (statistics and facts), but an underlying empathy for the conditions which shape people's lives. In the classroom it means being sensitive to the pressures put on the children and not rejecting their values and backgrounds.
3. *Willingness to participate in an innovative program.*[51]
   It is vital to be a person who demonstrates flexible attitudes towards change and experimentation. Bilingual/bicultural education will never get off the ground, if all we do is exchange one set of faces for another. We need to develop persons who can blend the old with the new, who want to build new structures and not simply take over the old.

B. Professional Skills and Related Attitudes

In addition to the above mentioned features, a bilingual/bicultural teacher needs to have a set of professional skills to support his/her effectiveness.

1. *Possess knowledge of the growth, learning, and development patterns of the children being taught.*
   In addition to a firm grasp of general child development principles, the bilingual/bicultural teacher should be aware how cross cultural conflict may inhibit and/or affect learning and growth, in the psychological, physical, and cognitive areas of personality.[52] He/she should be accepting of the different ability levels and rates of growth and learning demonstrated by individual children.[53]
2. *Provide a positive model for learning.*
   An ability to get over mistakes and move onto success is an essential skill.[54]
   Learning (especially language learning) requires an ability to make mistakes and keep going till competency is achieved. If a teacher displays a fear of making mistakes, the children will gear themselves to making correct (safe) responses and miss out on the risky but rewarding challenge of learning something new.
3. *Be interested in professional development*[55]
   This can never be understated. Bilingual/bicultural education is a growing field and hence many currents are being developed to improve the implementation of the concept. Good teachers keep up with the newest development, not merely to maintain their status, but to improve their knowledge and skill and thereby improve the quality of teaching they impart to their students. Bilingual/bicultural teachers need quality preparation as do other teachers.[56]
4. *Possess knowledge of the appropriate use of materials and possess the ability to adapt materials to the needs of his/her students.*[57]
   Bilingual/bicultural education has not reached a point where content areas have been carefully broken down into sequential developmentally based units. The bilingual/bicultural teacher often must be able to extract significant content from general ideas and adapt it to the level of students.
5. *Possess knowledge of evaluation instruments in the motor, conceptual, and language areas.*[58]
   Partly because bilingual/bicultural education is a new field and is in a defensive position, partly because a good teacher tries to know where her students are at and what sort of

testing and measurement is *valid*, and *reasonable*, I feel that the bilingual/bicultural teacher needs to know about this area, especially to indicate where cultural bias or linguistic interference factors are labeling the child inappropriately.[59]

6. *Sees bilingual/bicultural education as applicable to children in general rather than one particular ethnic group:*
   Bilingual/bicultural education can be available for all children.[60] At present, bilingual/bicultural education is primarily identified with the Hispanic population, with a low income population, and with compensatory and/or intervention educational strategies. For the non-English speaking minorities it is an obligatory need,[61] in the sense that without it, the likelihood of moving into the mainstream culture would be impossible. However, stepping away from our American perspective, bilingual/bicultural education is practiced in other countries[62] and is not restricted to lower economic groups, nor is it seen as a compensatory system, on the contrary, as an enriching experience. Although the bilingual/bicultural teacher should face the reality of the limits imposed by present conditions, he/she should be thinking in broader terms than the present.
7. *Sees bilingual/bicultural education as more than a language teaching program, but one that includes all possible areas of a total curriculum*[63]
   One impetus behind bilingual/bicultural education was that requiring English was an impediment to the learning of non-English speakers. If by switching to the use of the mother tongue we don't take the opportunity to develop conceptual awareness and creativity, we might as well go back to using English as the medium of instruction. Language is merely a tool for learning. The purpose of using the mother tongue along with the dominant language is to facilitate learning, not merely to teach one language or another. Related to this is that the bilingual/bicultural teacher needs to see language as a tool for communication, not as a discipline separate from life.[64]
8. *Avoids labeling language in terms of correctness and avoids giving priority to one language dialect over the other.*[65]
   Granted that to speak a language one needs to master its sounds, rhythm, rules of grammar, however, if we aim solely at achieving reproductive accuracy and not ease of communication, we limit the practice and the ultimate competency of the speaker.[66]
9. *Sees language and culture as one phenomenom.*[67]
   Language reflects the culture which creates it. To separate them is to limit the understanding and appreciation that comes when things that go naturally together are broken apart.
10. *Possess knowledge of the structure and demonstrate skill in the use of both languages.*
    The bilingual/bicultural teacher should be a good linguistic model and have specific knowledge as to how to teach these competencies, and possess the ability to teach content via both media of instruction.[68]

C. Teacher Training Considerations

It is one thing to list qualities that one wishes to find in bilingual/bicultural teachers, it is another to develop such qualities. Teacher training institutions must begin servicing this crucial need for teacher preparation via a two-fold strategy,

(1) of designing academically oriented courses, and

(2) field based seminars and workshops.

The following are general ideas for what I hope will mushroom into a comprehensive approach towards recruiting and training bilingual/bicultural personnel:

1. The background history and current development of bilingual/bicultural education.[69]
   —U.S.A. involvement prior to 1968
   —Current U.S.A. involvement
   —International experiments in bilingual/bicultural education
   —Political underpinnings of bilingual/bicultural education
2. Philosophies of bilingual/bicultural education[70]
3. Understanding the growth and development of children from psychological, social, physical and cognitive perspectives.[71]
   —Rates of growth
   —Stages of growth
   —Age-appropriate behavior
4. Understanding the learner from the perspective of his/her family and community.[72]
   —Child rearing practices
   —The urban environment
   —Pressures on families in cultural transition
   —Pressures on low income families
   —Differences among cultural expectations
5. The monolingual English speaking child and the bilingual child.[73]
   —Their similarities
   —Their differences
   —What bilingual/bicultural education can do for both children.
6. Working in two languages with children.[74]
   —The sound systems of both languages
   —How they interfere with one another
   —E.S.L. techniques—their usefulness and limitations
   —Teaching content through both languages
   —Using the aural/oral approach
   —Using the silent way[75]
   —When to use drills
   —The teacher as a language model
   —Language development from birth to five years
7. Familiarization with measurement instruments[76] in the motor, conceptual, and language area.
   —Knowing their usefulness and limitations
   —Designing teacher-made instruments
8. Becoming familiar with curriculum materials

and how to adapt them to the skill level of one's students[77]
—Acquisition sources of commercial materials
—How to develop a curriculum design
—How to implement a curriculum design

9. Working with adults[78]
—Parents and community persons
—Administrators and co-teachers
—How to gain support for your ideas
10. An understanding of the relationship between culture and language[79] not only in general terms but from the dimension of bilingual/bicultural experience.

Lastly, although I am solidly behind the idea of acquiring knowledge through the mediums of reading, discussion and lecture (as represented by most institutional models of teacher preparation), I strongly believe that practice is as important as a theoretical background.[80] Bilingual/bicultural teachers need to practice teach and be in supervision with more experienced teachers therefore, I advocate pre and in-service field experiences accompanied by observation, evaluation and follow-up discussions with peers and supervisors.

VII. Acquiring Materials for Implementing a Program

There is a real need to know where to get materials. I've compiled a listing of both teacher and commercially made materials.

Publishers, Developers, Distributors

1. American Guidance Service, Inc.
   Publishers' Building
   Circle Pines, Minnesota 55014

   —Peabody Language Development Kit, P level
   —Peabody Picture Vocabulary Test

2. Bilingual Publications Company
   1666 Broadway
   New York, New York 10023

   —Picture Books for pre-schools
   — Books on cultural themes
   —Posters
   —Records

3. El Centro de Productos de Puerto Rico
   203 Cristo Stree
   Old San Juan, Puerto Rico

   —Fabrics
   —Ceramics
   —Books

4. Connecticut Staff Development Cooperative
   1450 Whitney Avenue
   Hamden, Connecticut 06517

   —Masks
   —Culturally relevant lotto games
   —Culturally relevant dominoes
   —Folklore filmstrips, books and records

5. Dissemination and Assessment Center for Bilingual/ Bicultural Education
   6504 Tracor Lane
   Austin, Texas 78721

   —Curriculum Manuals (early childhood)
   —Cultural materials
   —Evaluation instruments
   —Teacher training materials
   —Bibliographies

6. DLM (Developmental Learning Materials)
   17 West Hanover Avenue
   Morris Plains, New Jersey 07950

7. Editorial Cultural Puertorriqueña, Inc.
   Avenue Fernandez Juncos 1406 Pds. 20
   San Juan, Puerto Rico

   —Games, books

8. Harcourt Brace Jovanovich
   757 Third Avenue
   New York, New York 10017

   —Bilingual Syntax Measure

9. Learning Concepts
   2501 North Lamar
   Austin, Texas 78705

   —Test for Auditory Comprehension of Language

10. Jacaranda Press
    872 Massachusetts Avenue
    Cambridge, Mass. 02139

    —Individualized language arts program
    —Reading readiness in Spanish literacy program

11. Museo del Barrio
    1945 Third Avenue
    New York, New York 10029

12. Melton Book Company
    111 Leslie
    Dallas, Texas 75207

13. Puerto Rican Congress
    222 West State Street
    Trenton, New Jersey 08608

    —Materials Evaluation Manual

14. Santillana Publishing Company, Inc.
    575 Lexington Avenue
    New York, New York 10022

    —Children's books
    —Posters
    —Materials
    —Teacher manuals and curriculum guides (Spanish)

15. Scott, Foresman Inc.
    1900 East Lake Avenue
    Glenview, Illinois 60025

    — Bilingual Dictionary

16. Taller Puertoriqueño, Inc.
    3049 N. 5th Street
    Philadelphia, Pa.
    —Posters
    —Books
    —Craft Works

VIII. Bilingual/Bicultural Resource Centers and Organizations

The following is an annotated listing of organizations some of which I have found helpful and/or which have been recommended to me. I have left out a considerable number of similarly oriented organizations due either to my lack of familiarity with their services or because I have found what they offered lacking. I apologize if I have failed to mention a service that one of the listed organizations offers. I have tried not to guess, but to give concrete ideas as to what's offered. No group can give a comprehensive picture of bilingual/bicultural education, so I recommend that the interested reader contact as many of the groups as possible to begin his/her own resource listing. I am sure he/she will find that it is impossible to know it all and that each contact he/she makes will open more doors than he/she ever suspected existed. Such is the excitement of this new and growing field.

Name/Address/Phone	Information Dissemination	Materials Development	Seminars/ Workshops	Teacher Training	Newsletter Publications	Resource Library	Special Features
Agency for Child Development Multicultural/Multilingual Unit 220 Church Street New York, New York 10013 212-553-6471 or 6650 Ms. Merlyn Hurd, Director	*	*	*			*	They distribute an introduction to multicultural/ multilingual education at the pre-school level.
Association for Supervision & Curriculum Development, NEA 1201 Sixteenth St., N.W. Washington, D.C. 20036	*	*			*		"Educational Leadership" cost $6.50 a year. A.S.C.D. puts out numerous publications on cultural awareness.
Association of Hispanic Arts 130 East 40th Street New York, N.Y. 10016 (212) 683-5555	*		*				Distributes a listing of member organizations and their special focuses.
Bay Area Bilingual Education League (BABEL) 414 Walnut Street Berkeley, California 94709		*					Develops materials designed and used by teachers working with Spanish and Chinese student populations. Send for catalog.
Bilingual Education Applied Research Unit Project Best Hunter College 560 Lexington Avenue New York, N.Y. 10022 (212) 360-5641 Ms. Marietta Saravis Shore, Coordinator		*					Has developed a science curriculum and accompanying criteria reference tests for grades 1-3 in Spanish and English.
Bilingual Education Unit New York State Ed. Dept. State University of N.Y. Albany, New York 12224 518-474-8076	*						Will send a variety of materials on bilingual/bicultural education free of charge.
Bilingual Resource Center Office of Bilingual Education 130 Livingston St. Brooklyn, New York 11202 212-858-5505 Ms. Carmen Velkas, Coordinator	*	*	*	*	*	*	Has a highly developed library collection of professional books and curriculum materials in Spanish, Italian and French. Distributes an extensive resource listing. Welcomes visitors.

Name/Address/Phone	Information Dissemination	Materials Development	Seminars/ Workshops	Teacher Training	Newsletter Publications	Resource Library	Special Features
CANBBE (Curriculum Adaption Network for Bilingual/Bi-cultural Education) 214 Dwyer Ave., Suite 312 San Antonio, Texas 78204 Mr. Ricardo Hernandez, Dir. or Northeast Regional Curriculum Adaption Center 811 East 149th Street Bronx, New York 10455 212-635-0255 Ms. Aurea E. Rodriguez	*	*				*	
Center for Applied Linguistics 1611 North Kent Street Arlington, Virginia 22209 703-528-4312 Mr. Rudolph C. Troike, Director	*				*		Acts as an ERIC clearing house for bilingual education language and linguistics. Publishes the *Linguistic Reporter*, 9 times a year Acts as consultant to government and private agencies.
Chess Associates 4401 Birch Street Newport Beach, Cal. 92663 714-540-2061 714-595-8495		*	*	*	*		This is a group of private consultants who work in the area of ESL and bilingual education, primarily in California. They have a wide range of materials for purchase.
Bernard Cohen Research & Development 151 South Main Street New City, New York 10916			*	*			They act as program consultants and evaluators of social service and educational programs.
Commonwealth of Puerto Rico Migration Division Department of Labor 322 West 45th Street New York, New York 10036 212-245-0700	*	*					

Name/Address/Phone	Information Dissemination	Materials Development	Seminars/ Workshops	Teacher Training	Newsletter Publications	Resource Library	Special Features
Connecticut Staff Development Cooperative 1450 Whitney Avenue Hamden, Connecticut 06517		*		*			Developed materials and a curriculum model for Kindergarten through 2nd grade that was implemented in the Hamden and New Haven School systems. Some are available for purchase. Write directly.
City of Chicago Board of Education Government Funded Programs 228 North La Salle Street Chicago, Illinois 60601 (312) 641-4141 James G. Moffat, Asst. Superintendent	*	*			*		The Dept. of Curriculum puts out materials to help implement bilingual/bicultural education in the areas of language and social studies, guidance and parent education.
Council of Interracial Books for Children 1841 Broadway New York, New York 10023 Mr. Bradford Chambers, Director	*				*		The newsletter comes out 8 times a year and consists of articles and reviews of children's books. Of special interest might be the Special Issue on Puerto Rican materials, Vol. 4 No. 1, 2.
Office of Bilingual Education U. S. Office of Education Dept. of HEW 400 Maryland Ave., S. W. Washington, D.C. 20202 202-245-9579	*	*			*		
Dissemination & Assessment Center for Bilingual/Bicultural Education 6504 Tracor Lane Austin, Texas 78721 512-926-8080	*	*			*		They act as a clearing house for materials developed by school systems and funded projects. They have a newsletter, CARTEL, which reviews materials.
Educational Improvement Center 207 Delsea Drive R.D. 4, Box 209 Sewell, New Jersey 08080 609-228-6000	*	*	*	*		*	Although not a specialist in bilingual/bicultural, this resource center has a good collection of materials related to this subject and many more subjects.
ERIC Clearing House on Early Childhood Education University of Illinois 805 W. Pennsylvania Avenue Urbana, Illinois 61801	*					*	Issues a bilingual/bicultural listing with an early childhood focus, *free*. Will compile a selected bibliography on request.
ERIC Document Reproduction Service Post Office Drawer O Bethesda, Maryland 20014 301-588-6180 Mr. John King, Director	*	*				*	

Name/Address/Phone	Information Dissemination	Materials Development	Seminars/ Workshop	Teacher Training	Newsletter Publications	Resource Library	Special Features
Georgetown University Press School of Languages and Linguistics Georgetown University Washington, D.C. 20007					*		Write for catalog.
Instituto de Culture Puertorriquena Box 4184 San Juan, Puerto Rico 00905	*	*			*		This institute has a shop selling native-made crafts, books, and records. A catalog is available on what's for sale. The institution has traveling exhibits of works by native artists.
Intercultural Relations & Ethnic Studies Institute (IRES) Rutgers, The State University 10 Seminary Place New Brunswick, N.J. 08903 Dr. Elaine C. Condon, Director	*	*		*	*	*	The Newsletter is called *Mosaic*. In addition to regular publishing, a variety of materials are published on inter-cultural studies.
Lancaster - Lebanon Intermediate Unit BESL Center 100 Franklin Street New Holland, Pa. 17557 717-354-4691 Ms. Carolyn Ebel, Director	*					*	Offers books on loan: bibliographies — teacher training — ESL — Spanish as a first language — Puerto Rican Culture and other Latin American Cultures.
Massachusetts Board of Education Bureau of Curriculum Services 182 Tremont Street Boston, Massachusetts 02111	*				*	*	Write for information regarding their bilingual education law (first in the country). The winter 1975 edition of Kalaidoscope 13 features bilingual/bicultural education.
Materials Acquisition Project Parallel Curricula In Spanish & Portuguese 2920 National Avenue San Diego, California 92113 714-234-7407	*	*			*		Processes and publishes *Materiales en Marcha* (newsletter). Also publishes listing of distributors of Spanish & Portugese materials.

Name/Address/Phone	Information Dissemination	Materials Development	Seminars/ Workshops	Teacher Training	Newsletter Publications	Resource Library	Special Features
Michigan Department of Education Foreign Language Consultant Curriculum Development Division Lansing, Michigan 48902		*					They are primarily oriented toward teaching ESL, however their program seems to be more flexible and takes into account the developmental needs of pre-school children.
MLA/ERIC Clearinghouse On Language & Linguistics 62 Fifth Avenue New York, New York 10011 212-741-7863 Mr. Warren Born, Director	*					*	
Modern Language Association of America Publication Center 62 Fifth Avenue New York, New York 10011 212-741-7882					*		
Museo del Barrio 1230 Fifth Avenue New York, New York 10029 212-831-7272	*	*	*		*	*	Museo is devoted to Puerto Rican cultural and heritage. It offers: —workshop art classes for children and adults —music seminars —slide collection (hire and purchase) —traveling exhibit —museum shop —cultural publications —newsletter —resource center —exhibits —consultant service
New Jersey Board of Education Office of Bilingual Education 225 West State Street Trenton, N.J. 08625 609-292-2772 Ms. Agnarda Palsha	*					*	
New Mexico Board of Education Cross-Cultural Education Unit Education Building Capitol Complex Santa Fe, New Mexico 87501	*	*					They are very generous with distributing materials they have developed.

Name/Address/Phone	Information Dissemination	Materials Development	Seminars/ Workshops	Teacher Training	Newsletter Publications	Resource Library	Special Features
Dept. of HEW 202-755-7796 Agency for Children Youth and Families P.O. Box 1182, Head Start Strategy for Spanish Speaking Children Washington D.C. 20013 Ms. Soledad Arenas, Director	*				*		They have done a good job of developing a climate for the creation of various curriculums, teacher training models and research in the field of bilingual/bicultural pre-school education.
Puerto Rican Association for Community Affairs (PRACA) 450 Castle Hill Avenue Bronx, New York 10473		*				*	Once a federally funded curriculum development project, its materials are about to be released for sale. Written in Spanish to develop cultural awareness through a comprehensive curriculum design. A functional day care center remains as a model for the curriculum design. Visitors welcome.
Puerto Rican Congress of New Jersey Trenton, New Jersey 08608 a) Child Development Component b) Education Component Rev. Alfonso Roman, Executive Director Grace Friedman, Child Development Specialist Estella McDonnell Education Specialist	*	*	*		*	*	The Congress is a statewide resource agency with two components dealing in areas of bilingual/bicultural education, from pre-school up to and including higher education.
TESOL School of Language & Linguistics Georgetown University Washington, D.C. 20017 202-625-0100	*	*			*		TESOL is an organization devoted to the methodology and techniques of teaching English as a second language to speakers of other languages. For highly systematic and sometimes technical information, this is the place to contact. They provide many publications.

Many thanks to the Hispanic sponsored Bilingual/Bicultural Day Care Programs of New Jersey:

* Mi Casita
* Mi Escuelita
* PRAB Day Care Center
* Familias Unidas
* Latin American Day Care Center
* El Centro Comunal Borincano
* S.C.O.P.
* Primera Iglesia Day Care
* Puerto Rican Community Day Care
* Lakewood Day Care Center
* Dover Child Care
* Roberto Clemente Day Care

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IX. Attachment:
Suggested Bibliographies

Bibliographies

A. Bilingual/Bicultural Education
B. Curriculum Development
C. Language Development
D. Puerto Ricans and Their Culture
E. Multi-Cultural Considerations
F. Suggested Bibliographies
G. Books for Children

A. Books and Printed Materials That Promote Understanding of Bilingual/ Bicultural Education:

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